



newsletter

January – May
2023

MEDICAL EDUCATION DEVELOPMENT

UKRAINIAN-SWISS PROJECT





Dear readers, dear colleagues, and friends!

WE ARE WRITING THESE INTRODUCTORY WORDS TO YOU DURING THE LAST WEEKS OF THE FIRST PHASE OF OUR PROJECT.

Plenty of energy goes into events to either study international experiences in medical education or to discuss achievements of our four years project engagement; for example, new competences for nurses or the continuing education of primary care professionals. In parallel, we have been heavily engaged in the conceptualization and preparation of a continuation of our project for the next four years. The key questions we ask ourselves are – what could have been done better, what are our effective achievements; what has changed due to all the project efforts and what are the lessons learned during these four years of the first phase?

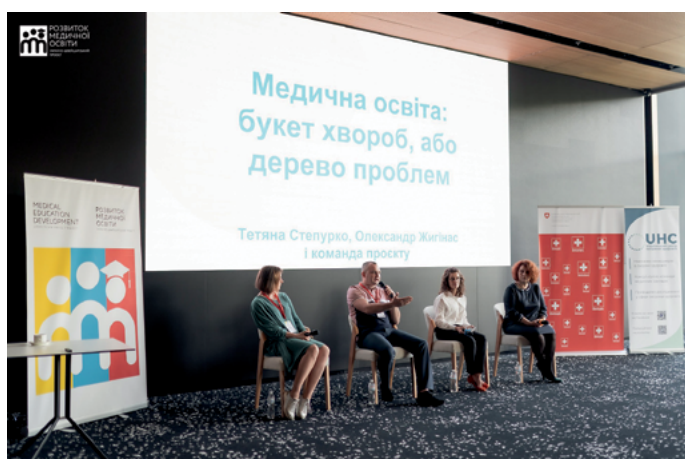
In moving relentlessly ahead, from activity to activity, from event to event, we see our mission in supporting good transparent practices that lead to a better learning environment, enhanced educational results, and an overall better professionalization experience for students and teachers. All these targeted efforts are to lead to better quality health care services with more dignity and humanity. We value people and their potential, we strive for changes and respect for each person. Jointly, we create a safe and nurturing ground for development. But also, we speak up at problematic areas in partnership – being not indifferent to the coercion of integrity and trust, honesty, and aiming at



better medical education, not at a personal gain or at self-affirmation.

Returning to the end of 2018 when the first phase was launched, we expected to have good four years of smooth collaboration and implementation of our plans. But COVID-19 and full-scale invasion of Russia to Ukraine have brought unprecedented project experience. Our plans had to be constantly modified, new challenges of higher priorities had to be responded to but at the same time project objectives had to be fulfilled.

WE APPRECIATE ALL THE INSPIRATIONAL FEEDBACK THAT WE RECEIVED FROM YOU DURING THE CONSULTATIONS WE ORGANIZED FOR THE PREPARATION OF THE SECOND PROJECT PHASE.



Perhaps one of the brightest feedback referred to the participants' experience during the Autumn School on medical education in 2019. A typical reaction was: 'All sessions were interesting, but we just learned about concepts, approaches and have not really practiced them'. We observe with pleasure that the practicing since then is in full swing. The new concepts and approaches are now deployed with a focus on competence-based education, skill labs, enhancing research capacities, strategic development, and many-many other things.

WE – THE PROJECT TEAM – ARE MORE THAN DELIGHTED TO BE A PART OF A STRONG (BUT STILL YOUNG) COMMUNITY OF AGENTS OF CHANGE IN MEDICAL EDUCATION AND AN INCREASINGLY MORE MATURE COMMUNITY IN PRIMARY HEALTH CARE.

We are very proud to work with you, to be motivated by you, and to mutually learn and integrate efficient solutions in our Ukrainian practice context. At the same time, we aspire to a continuous flourishing of medical education, improved



health care, and overall, a brighter future in a free, peaceful, and independent Ukraine.

On behalf of the project team
Martin Raab, the project leader
Tetiana Chernysh, the head
 of the project implementation unit



Kharkiv National Medical University



Since the first days of Russia's full-scale invasion of Ukraine, the university has received powerful support from partner institutions from all over the world. Considering the challenges of the full-scale war, among the priorities of cooperation with international partners KhNMU has identified the programs of short-term academic mobility and educational process support for students, programs for scientists and academic staff from Ukraine, joint research, and development of long-term partnerships. Thanks to the partner universities from Turkey, Georgia, Portugal, the UK, Bulgaria, Germany, and Poland, Kharkiv National Medical University has not only managed to overcome the challenges of the educational process during the war but also to continue developing the HEI.

The solutions the university has implemented under martial law include the joint academic mobility program in cooperation with the universities of Georgia. In the 2022-2023 academic year KhNMU concluded the cooperation agreements with two Georgian universities in the frame of which 1,039 foreign students studied at the Medicine and Dental Medicine programs at New Vision University and at the Medicine program at Georgian National University (SEU). The format of interaction with partners is built in the following way: KhNMU educators provide the theoretical component of learning, and the students acquire practical skills at Georgian universities. This cooperation allows KhNMU to keep foreign students until the full-fledged educational process is resumed in Kharkiv. The Education and Research Institute for Training of International Students together with the deans' offices provide all possible organizational and consultancy support to ensure an uninterrupted educational process for the foreign students. In addition, over 700 students of KhNMU

have taken part in the programs of credit academic mobility at the universities of Turkey, Georgia, Portugal, the UK, Bulgaria, Germany, and Poland since March 2022.

Cormack Consultancy Group (UK) has become a reliable international partner which provides emergency support to KhNMU during the war. Twinning UK/UKR project has become one of the most prominent results of cooperation between the university and Cormack Consultancy Group. In the frame of this project, fruitful educational and scientific cooperation with the School of Clinical Medicine of the University of Cambridge has been built. The partner HEIs are conducting joint scientific research, the UK clinical school is providing access to resources and events for KhNMU employees and students and is also the base for the academic mobility program for the students' internship. Thus, 20 students of KhNMU took part in the 8-week internship at the clinical facilities of the fellow university in Cambridge. The next internship is planned for summer of 2023. Cormack Consultancy Group has also provided medical and humanitarian assistance to the KhNMU university clinic.

Among other partners of KhNMU which impressed with their boundless humanity is Çukurova University (Turkey). Accepting the KhNMU students within the joint Erasmus+ project in credit academic mobility, Çukurova University showed boundless care and organizational capacity to ensure students with places for practical training and provide all necessary support both during the Russia's full-scale invasion of Ukraine and disastrous earthquakes that occurred in Turkey in early 2023.

Despite the challenges of martial law, Kharkiv National Medical University

continues implementing international and local projects which facilitate the development of a learning environment and improve the quality of medical education. Among the international cooperation projects a three-year SimS project – "Simulation medicine and scenario – based learning for emergency care" – should be mentioned, a grant for implementation of which was provided to the consortium of HEIs from different countries in the frame of Erasmus+ KA2 Capacity Building in Higher Education (CBHE) program. Bukovinian State Medical University is the project coordinator with Kharkiv National Medical University as a co-implementer. The following Ukrainian HEIs and international partners are also involved in the project implementation: National Academy of Internal Affairs (Ukraine), Dnipropetrovsk State University of Internal Affairs (Ukraine), Odesa National Medical University (Ukraine), Universidade de Santiago de Compostela (Spain), Sociedad Española de Médicos de Atención Primaria (Spain), Lietuvos sveikatos mokslų universitetas (Lithuania), and Aristoteleio Panepistimio Thessalonikis (Greece). The aim of the project is to improve the first aid and medical emergency care education system by implementing innovative and integrative learning activities including scenario-based learning, simulation medicine, and competent psychological support (SBL/SM/PsS) for physicians, persons from the category "First on the Scene", and all accident participants. The project benefit is the ability to teach both medical and non-medical personnel by ensuring the improvement of first aid quality at different stages of its provision. In the frame of the project, the professionals of partner



institutions learn to design first aid scenarios, share the experience of best practices of scenario design, as well as unpredictable actions of students when practicing skills. The international partners helped the Ukrainian HEIs to master OpenLabyrinth, a digital learning platform for virtual scenarios, and learn about the peculiarities of scenario-based learning in HLab classes, practical stations, and simulation classes. The important component of the project is the opportunity to visit partner institutions not only to learn about the role of instructors in the educational process and approaches to evaluating their mastery but also to see

how instructors work, how they interact with students and conduct debriefing.

A special place among the cooperation projects with Ukrainian partners belongs to the Student-to-Student project which was launched in 2021 and became a response to the growing scientific potential of Ukraine, the involvement of the student youth in academic and scientific activities, and the strengthening of cooperation among Ukrainian medical HEIs. 12 Ukrainian medical HEIs joined the project. In its frame, students join the creation of educational content which includes the elements of creativity and invocation activity:

the created video lectures cover complicated medical issues and help other students who use them when preparing for exams, seminars, etc. By participating in the project students develop communicative skills, creative abilities, critical thinking, and also develop proper attitudes toward self-learning. Within this project, partners manage to combine education and science, develop the teaching skills of future health care professionals and educators, and strengthen teacher-student partnerships. You can watch available lectures at [KhNMU YouTube-channel](#).



or following the links:

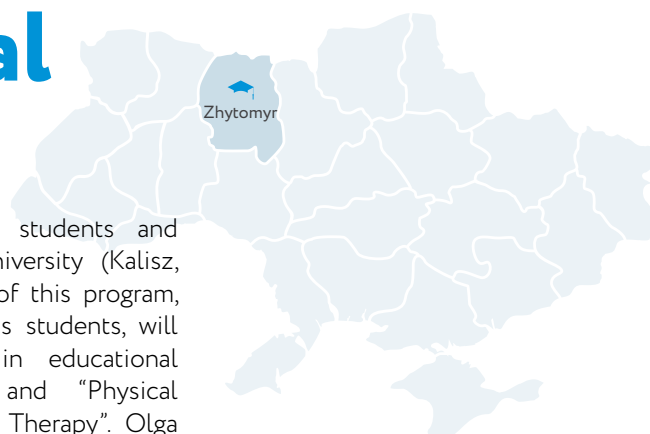


Zhytomyr Medical Institute

Since the beginning of the 2022-2023 academic year Zhytomyr Medical Institute has been developing strategic cooperation with international and Ukrainian partners, i.e. HEIs, foundations, and NGOs, to strengthen the professional capacities of the institute's specialists, empower academic mobility, and improve the learning environment.

To ensure a continuous and quality educational process, at the beginning of 2023 Zhytomyr Medical Institute signed the agreement on implementation of Erasmus+ project "Learning mobility

for higher education students and staff" with Calisia University (Kalisz, Poland). In the frame of this program, six teachers, as well as students, will have an internship in educational programs "Nursing" and "Physical Therapy, Occupational Therapy". Olga Goray, assistant professor, vice-rector in social and humanitarian development and international cooperation, and Liubov Borymska, representative of the institute's psychological service, social teacher, peer group facilitator, have already completed the internship at Calisia University this year. Liubov Borymska also had a meeting and



a number of individual counselling sessions with Ukrainian students who study at the academy and need psychological support. The joint academic mobility and internship programs are also implemented in cooperation with the University of Rzeszów and the International Academy



of Applied Sciences in Łomża (Poland). In addition, the university also became an organizer of the 3rd Interuniversity Scientific and Practical Conference with International Participation "Current Issues of Training and Scientific Activity of Master's in Health care" which was held by Zhytomyr Medical Institute in cooperation with Uzhhorod National University for the third consecutive year.

Since the first days of the full-scale invasion international partner HEIs have provided necessary assistance to Ukrainians and ZhMI employees: provided humanitarian aid and shelter for teachers and their families. Zhytomyr Medical Institute is particularly grateful to Calisia University and the International Academy of Applied Sciences in Łomża for the support and opportunity to develop medical education in Ukraine together.

Today the institute has also powerful cooperation with the leading Ukrainian HEIs, in particular Ternopil National Medical University, Uzhhorod

National University, Sumy National University, National University of Ostroh Academy, Ivano-Frankivsk National Medical University, and Private Higher Educational Institution "Kyiv Medical University". Thanks to the cooperation with these universities ZhMI participates in joint scientific research, holds scientific and practical conferences, and learns the experience of colleagues in the educational process organization. Together with the partners, the institute launched the open lecture course "Medical Education, Science, and Practice". In the frame of the initiative, four open lectures of the leading medical scientists and practitioners of Ivano-Frankivsk National Medical University, Bukovinian State Medical University, National University of Ostroh Academy, and Ternopil National Medical University have already been held at the institute. The lecture topics are diverse – from dentistry and public health to care about patients and rehabilitation. The institute will further hold lectures in the frame of this initiative.

Zhytomyr Medical Institute has become a partner of the *In Touch Ukraine Foundation* project which is implemented with the support of the United Nations Children's Fund (UNICEF). The project is aimed at introducing the universal patient-centred model of home visits of pregnant women and families with children aged 0-3. The institute teachers will take the training and become national trainers to train visiting nurses and doctors, as well as young families to ensure proper care for children. The training and resource centre is planned to be established at ZhMI with the support of UNICEF Ukraine.

The institute continues providing support to those in need due to the Russian aggression in Ukraine. 40 internally displaced people from Kharkiv, Luhansk, and Donetsk oblasts, where active hostilities are taking place, are living at the dormitory of Zhytomyr Medical Institute. To create proper living conditions and provide necessary assistance to the internally displaced people Zhytomyr Medical Institute cooperates with the People in Need, a Czech NGO, *Chernobyl-Chubu*, a Japanese charitable organization, *UNICEF Ukraine*, and Charitable Foundation "Right to Protection".

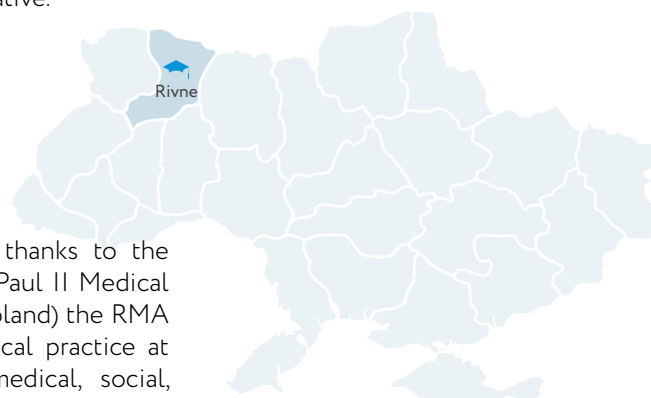
Having different projects and partnerships, ZhMI continuously works on improving and developing the educational process, addresses the challenges of today, and provides help to those who need it most.

Rivne Medical Academy

Despite the challenges of Russia's full-scale invasion of Ukraine, Rivne Medical Academy continues teaching students and creating the opportunities for development of their competences both at RMA and foreign medical HEIs.

To ensure the practical component of the educational process Rivne Medical Academy cooperates with

partners abroad. Thus, thanks to the cooperation with John Paul II Medical Institute in Szczecin (Poland) the RMA students have the clinical practice at the departments of medical, social, and psychological rehabilitation of this Polish town. It's worth mentioning also the University of Social and Natural Sciences of Paul Vincent in Lublin, the Academy of Health Education



and Social Sciences in Łódź, Osrodek Promocji i Edukacji, and Kutno autonomous hospital (Poland).

The priority areas of the international



cooperation of Rivne Medical Academy include exchange programs for teachers and students, organization of joint research, scientific symposia, conferences, discussion of experience in the educational process organization and innovations, and development of methodological educational materials.

RMA also develops partnerships with Ukrainian HEIs and state institutions, in particular Rivne Oblast Council, Ivano-Frankivsk National Medical University (IFNMU), and Cherkasy Medical Academy. Thus, the previous cooperation of the representatives of the professional medical college of IFNMU and RMA was related to the development of standards of professional pre-higher education and Unified State Qualification Exam, and

now the HEIs will be able to expand their joint educational, scientific, and research work, academic mobility programs for students and teachers, etc.

The wartime challenges affect the HEI's abilities to develop cooperation with international partners, but RMA continues training everyone interested in providing first aid: employees of critical infrastructure and city administration, military, teachers, and oblast community representatives. The trainings are conducted by trainers at the practical training laboratory SiRiMeds Simulation Centre. In our time such skills are a critical need for every person which can save someone's life one day.



Bukovinian State Medical University

Bukovinian State Medical University implements projects in cooperation with international and national partners that are aimed at improving the quality of medical education in Ukraine. Thus, the university coordinates Erasmus+ CBHE SimS project which is a part of the program of simulation medicine and scenario-based learning for emergency care implemented since January 2023 and financed by the EU. In the frame of Erasmus+ CBHE SimS project it is planned:

- To establish educational and training centres;
- To reform and improve the curriculum in emergency care for persons from the category "First on the Scene" and medical care for health care professionals with the simultaneous implementation of scenario- and simulation-based learning methods in the most

common emergency situations;

- To modernize the curriculum in first aid and emergency care in under- and postgraduate education at the universities of different profiles, in particular, for the employees of the Ministry of Internal Affairs and the State Emergency Service.

It is expected that due to using new technologies, in particular, standardized patient scenarios and simulation technologies, it will be possible to

reduce the number of complications in providing first aid/emergency care and rates of death from the most common accidents. Kharkiv National Medical University is one of BSMU's partners in this project.

Bukovinian State Medical University has also joined the implementation of the HIVE project, whose mission is to increase the innovation and entrepreneurial capacity of networking and exchange of the best practices and their implementation in higher

HIVE WP 2 – Overview of Work Package

WP-Lead: FHWN,
 Co-lead: RSU

According to the results of the gap analysis, a roadmap "Network Integration Action Plan" (NIAP) will be designed for HEIs to establish and strengthen sustainable links with a multi-actor approach in the knowledge triangle on local, regional, and global level. The mechanisms include (but not limited to) new memberships, joint development agreements, memorandum of understandings with potential partners, etc. Collaboration with EIT-KICs will be given priority in the NIAP; Connections with EIT Health and EIT Digital will be established, as their fields of operation strongly align with the consortium's field of interests.

EIT Knowledge Triangle

education institutions.

Thanks to cooperation with the universities of Latvia, the Czech Republic, Portugal, France, Austria, Bulgaria, and Turkey BSMU will join the development of the innovation

plan to ensure technology and expertise transfer at HEIs. The optional disciplines in innovation, start-ups, and entrepreneurship in health care using the partners' best practices have already been developed and their introduction has been planned. More about the

[project:](#)



Ternopil National Medical University

The involvement of numerous different organizations in cooperation allows the university to receive new technologies, resources, and financial assistance for educational capacity development. At the end of 2022, Ternopil National Medical University applied for the twinning program. The TwinForHope initiative was launched by the unity of UK universities and involves a partnership of Ukrainian and foreign education institutions to prevent brain drain, create the condition to overcome the crisis, and develop the Ukrainian higher education system taking into account the best international practices. Thanks to the cooperation with Cormack Consultancy Group over 80 partnerships have been formed. They are all focused on long-term cooperation so that students can continue studying and scientists – their research. Ternopil National Medical University cooperates with the University of Manchester (UK) which provides academic support, conducts trainings, and shares educational materials. In the future clinical practice of TNMU senior students in Manchester is possible.

The Simulation in Undergraduate Medical Education for Improvement of Safety and Quality of Patient Care Project (SAFEMED+), which has been implemented in the frame of Erasmus+ program Capacity Building

in Higher Education (CBHE) since 2020, is underway. SAFEMED+ is aimed at elaborating on mechanisms for quality improvement in medical education through modernization and implementation of basic clinical skills curriculum in accordance with standards of the World Federation for Medical Education (WFME) and World Health Organization (WHO). Along with TNMU, Bukovinian State Medical University is in the consortium of Ukrainian HEIs involved in the project. The universities of Georgia, Spain, Armenia, Lithuania, and Italy are among other partners.

In 2021 TNMU launched another project in the frame of Erasmus+ CBHE program. The Project "Building Academic Capacity in Global Health in Eastern Europe" will be implemented until 2024 and is focused on the modernization of curriculum in health care and environment and building cross-sectoral cooperation in this area. The coordinating partner of TNMU in this project is the Institute of Global Health of the University of Heidelberg (Germany). The other equal partners in this project are the National University of Kyiv-Mohyla Academy and the universities of public and global health of Germany, Norway, Georgia, and Kazakhstan.

Ternopil National Medical University

also continues developing research projects. The university is a member of the RECOOP HST Association, an international research organization that conducts research in reproductive health, cardiovascular, metabolic, and neurodegenerative diseases. Ternopil National Medical University is a co-complementer of 10 RECOOP HST awarded grants on studying chronic stress and endothelial dysfunction caused by COVID-19. Both research and support of scientific personnel continue even during the full-scale invasion which is vital for the HEI's development.

Lviv Polytechnic National University should be mentioned among new Ukrainian partners of TNMU. The cooperation agreement between the two parties is effective until 2025. The scientists of partner HEIs will jointly conduct laboratory and experimental tests to introduce new medicinal forms, as well as studies on the feasibility of creating new medicinal forms, pharmacological, biopharmaceutical, microbiological, and pre-clinical studies of created medicinal forms and dietary supplements, and prepare documents for registration of potential medicines, etc.

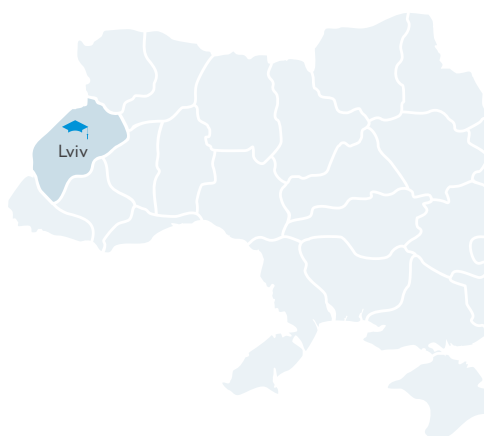
The powerful cooperation in medical education and science has been established with Petre Shotadze Tbilisi

Medical Academy. This university helps TNMU to overcome the challenges of war — provides humanitarian aid, creates communication platforms, and exchange programs for students of both universities. Tbilisi Medical Academy has become TNMU's partner in the new Erasmus LIFESTRAND Project which

will allow expanding the capabilities of local communities in the war zone or districts adjacent to the occupied territories of Ukraine and Georgia.

And the special project for TNMU is the social project of preserving the gene pool of Ukraine. Charitable

organization "Eye Care for Ukraine" (USA) and Medical Centre "The Clinic of Professor Stefan Khmil", where the biological materials of the Armed Forces of Ukraine soldiers are collected and stored, have joined the implementation of this project.



Lviv Medical Academy

internship abroad. To do the internship students learn German at LMA free of charge and then do the internship at the clinic. In the 2022-2023 academic year 11 LMA students have already done their internship at the Bavaria Clinic.

Lviv Medical Academy seeks to promote informal education as part of a quality educational process. Combining formal approaches to education with self-development strengthens students' motivation and interest in learning. For example, the teachers of the Department of Internal Medicine and Health care Management offer students a list of recommended online courses on Prometheus, WHO, Medvois, VYSCH, and other platforms, mastering of which will be additionally credited for the discipline. The bachelor students also have an opportunity to gain additional knowledge by attending the trainings held for different target groups in the academy in such topics as Basic Life Support (BLS), first aid during the war, evaluation of external respiration functions in pulmonological and therapeutic practice, standard precautions – health care waste management, digital skills for health care professionals, etc. The experience of combining informal and formal education not only enriches students' knowledge but also forms the proper attitudes and understanding of the continuing professional development for health care professionals.

Thanks to the partnership with the Bavaria Clinic (Dresden, Germany) LMA offers its students the opportunity of

The cooperation with international partners allows LMA to gain the experience in development of curriculum for nurses, apply international approaches and standards of education to improve the quality of the educational process at home, and join international research. In addition, the international partners provide financial assistance in the form of grants and scholarships which strengthens the LMA's capacity to implement the important initiatives for the institution.

Among the important projects implemented by Lviv Medical Academy, the special place belongs to USAID's Project HOPE which is focused on training social workers and nurses in patient care. The academy has developed the curriculum, programs, and handout materials. LMA teachers conducted several trainings with the participation of 73 social workers and 50 nurses, as well as two trainings for health care practitioners who acquired the skills of trainers in patient care. The health care professionals who took the training in the frame of the project are already implementing the gained knowledge and skills at 27 health care facilities of Lviv, Mykolaiv, Chernihiv, and Dnipropetrovsk oblasts, improving the quality of services for patients.



Online course “Teaching Excellence. Interaction with Students During War”

The Project started 2023 with **the next course in teaching excellence with the typical topic for the challenges of our time “Interaction with Students During War”**. Learning not just online but often in asynchronous mode, lack

of connection and unstable power supply, learning in shelters, and the curriculum requirements which should be fulfilled... How to find resources for effective interaction with students under such critical conditions, how

to support yourself and become self-sustainable – these are the things Olga Bershadskaya and Natalia Starynska talked about with the participants.

The course traditionally consisted of online lectures which you can watch on [our YouTube channel](#)



and practical classes during which the participants practiced self-sustainability skills and interaction with others under critical conditions.

80 educators of medical HEIs, who successfully completed the course, acquired the important knowledge and skills of balancing own mental state. As the course graduates mentioned in their essays, now they can help students to expand the scale of self-sustainability under uncertainty.

Interactive lecture about a competence-based approach in medical education

The competence-based approach in medical education is a highly relevant topic for medical educators now. So, always gladly supporting the initiative of medical education institutions, the Project responded to the invitation of O.O. Bogomolets National Medical University to give a lecture on this topic.

On 18 April the project experts – Viktor Artemenko, consultant in medical education policy, and Olena Ignaschuk, medical education coordinator, visited the university to

help the curators of the unified credit transfer system of the university faculties to have a more precise look at the possibilities of applying the competence-based approach in medical education. The meeting was as practical as possible, so, having understood the key concepts of the topic, the educators mainly practiced determining the knowledge, skills, and attitudes which form the relevant competences, acquired by medical students. The project representatives also devoted time to considering the constructive alignment triangle, i.e. what teaching and assessment methods are in line with the expected learning outcomes. It is the competence-based approach which is the basis for curriculum development at many medical universities in different countries, therefore, it is important that Ukrainian HEIs are also eager to meet the current requirements for quality education.

All the participants received the manual “Competence-Based Approach in Medical Education” created in the frame of the Project and which is available in [the electronic version](#) at:



Research and communication retreat for the research teams of the pilot HEIs



Another event of very busy February was a fantastic retreat for the research teams of the pilot HEIs who conducted their research with the Project support.

In 2022, based on the research proposals, we selected the best research teams from the pilot HEIs who were supported by the Project to conduct their own research. The final product of this activity for every team was a scientific publication based on their research in an international Scopus-indexed journal. Throughout the year the research teams worked in the toughest conditions of the full-scale Russian aggression, attended online workshops from professors of Maastricht University, but still

conducted their research and prepared the articles for publication.

So, on **21-22 February 2023, the Project organized the final event "Research Retreat"** which supported the effort of research teams and contributed to strengthening horizontal links among researchers. During the event, the teams presented their research results and enriched their knowledge of scientific communication and opportunities for expanding the research projects to European countries.

Among the guests, there were Wim Groot, PhD, Professor of Health Economics, Professor of Evidence-Based Education at Maastricht

University; Kyrylo Beskorovainyi, science promoter, co-founder of pop-science magazine *Kunsht*, Natalia Shnyr, co-founder of *Vikhola Publishers*.

If you are interested to know more about what the participants discussed during the retreat, watch the open lectures of Prof. Wim Groot:

[Advantages and drawbacks of value based health care,](#)



[The impact of EU membership on higher education in Ukraine,](#)



as well as the panel discussion [To publish or not to publish?](#)



We are sure that strengthening the research skills of educators of medical HEIs is a necessary component of improving medical education in Ukraine, so to be continued! And wait for the publications from our researchers, we will share them soon!

Touch points: medical education and practical medicine



In February together with the Ukrainian Healthcare Centre we held an **extremely important event dedicated to touch points of medical education and practical medicine.**

During the event, the Project created a platform for interaction and facilitated the dialogue among educators of medical HEIs, authors of curricula, and medical practitioners, health care managers who are future employers of current students.

It was important to clarify the issue of whether the education obtained by graduates of medical HEIs and competences acquired during studies meet the patients' needs, and the sector's expectations for the professionalism of practising doctors and nurses. We explored at which stage of education – undergraduate, postgraduate, CPD – doctors and nurses acquire the necessary competences? Whether this distribution ensures proper preparation for entering the profession and further medical practice? How to build an effective interaction among education institutions and health care facilities to create a modern curriculum for health care

professionals considering the demands of time? Of course, we spoke about the challenges of wartime too. Recovery, re-building or just construction: what the agenda will be after the war? How we, our employees, and our facilities have changed during the war? What the education of physicians and nurses is today and will be in 10 years, which educational trajectories of physicians and nurses will develop?

The Project also offered the approach to developing the curriculum based on which it will work with the partner HEIs. Let us remind you that a curriculum is not just an educational plan with

a collection of disciplines and their scope. This is a vision of what future graduates should be transformed into the curriculum. Medical HEIs should primarily include the competences which medical doctors and nurses need for their professional activity into the curriculum. Therefore, this event was dedicated specifically to finding this common understanding and approach to forming the curriculum.

We are glad that we were able to create the space for an important dialogue on the comprehensiveness of training of future medical and nursing graduates.





Training on ultrasound diagnostics for primary health care facilities with active peer groups

This spring the Project supported the FOCUS POCUS Ultrasound Team initiative in capacity development of physicians and nurses in ultrasound diagnostics in primary health care. To make timely and quality treatment decisions primary health care professionals have to possess modern methods of diagnosis which they can use during the appointment without referring a patient to other specialists. POCUS is this very method of diagnosis.

POCUS (Point-of-Care Ultrasound) is a diagnostic ultrasound examination performed to answer a specific clinical question quickly. Using portable ultrasound devices in primary care improves access to care, speeds up diagnosis, improves treatment outcomes, reduces costs, and promotes trust in health care providers.

Thus, the FOCUS POCUS team, with support of the Ukrainian-Swiss project "Medical Education Development", **held five trainings for almost 70 primary physicians and nurses of primary health care centres** of Chortkiv, Mukachevo, Brovary, Uman,

Voznesensk, Kaniv, Rivne, Chernivtsi, and Kozova village in March-May. We invited the representatives of those primary health care facilities where peer groups operate and which are introducing, implementing, or planning to expand the ultrasound at their facilities. We would like that during peer group meetings the specialists continue to improve this skill, discuss the results of using this method of diagnosis, and involve more colleagues in this activity.

"What seemed to be unreal until recently is happening here and now. I am happy to have my colleagues by my side who will use the ultrasound capacities in the practice tomorrow. I am happy that our doctors initiated the purchase of ultrasound equipment. That's cool that thanks to the FOCUS POCUS Ultrasound Team trainers we had a lot of practice in these two days and, finally, changes in the attitude

that ultrasound is not difficult. You are the best! Ultrasound is a phonendoscope of our time. I hope that soon it will be a norm in our country to use ultrasound from the first days at university. I am endlessly grateful to the Ukrainian-Swiss project "Medical Education Development" for the opportunities you give to those who are eager to learn and develop. Peer groups for health care professionals is definitely the best CPD format,"

Kateryna Poshtaruk,
family doctor, peer group facilitator,
Kyiv

Ahead there is one more final training from the FOCUS POCUS Ultrasound Team with the Project support. And we are looking forward to the results of the full-fledged implementation of ultrasound in primary health care.

Training on oncodiagnosis for family doctors of Lviv city

The Project always shares the PHC medical professionals' desire to obtain important aspects of diagnosis and treatment of the wide-spread illnesses. That's why based on the request of the Centre of Health and Medical Statics of Lviv, the Project supported the delivery of **three trainings "Early and differential diagnosis of oncological skin illnesses"**, which took place between 25 May and 8 June. 75 family doctors of PHC facilities of Lviv participated in trainings. The aim of the training is to increase oncological awareness

among health care professionals, widen the possibilities of early detection of oncological pathologies, and reduce the level of neglect and mortality. During the training, medical professionals concentrated on aspects of why it is important to timely detect malignant skin tumors. They discussed how to suspect a dermatological disease, who has a higher risk of developing melanoma and skin cancer. Also considered topics of TNM classification and staging of melanoma and skin cancer, talked about



high- and low-risk skin cancer and the possibility of treating malignant skin tumors in Ukraine and in the world, as well as preventing the development of melanoma and skin cancer.

The trainings were conducted by Maria Kukushkina, the onco-surgeon, an expert in dermatology of the medical network *Dobrobut*.

Training course for future peer group facilitators



Peer groups keep on conquering hearts and minds of progressive health care professionals, and our Project keeps training facilitators who help the participants to get the best educational experience within this format.

In **March-April 2023, more 27 health care professionals** – physicians and nurses of primary and even emergency care – completed the online training course and mastered the peer group facilitation skills for continuing professional development of colleagues at their facilities. It was a special experience this time as already during the course the participant began establishing peer groups, holding meetings, so we were learning from very practical examples. And we are endlessly happy that Ukrainian facilitators, having gained several-year-long experience, teach already their new colleagues the skills of interaction and communication in the group.

But this time we decided not to stop on the online course only and **held a live training to practice the facilitation skills in Lviv on 22-23 May**. This kind of training and communication with the opportunity to have a real peer group meeting, try different techniques, and get feedback from experienced colleagues immediately improved the skills of peer group facilitators. And most importantly, it helped to overcome the fear of interaction within a group and proved that a lot of colleagues have the motivation to learn and develop. It is important to see that the facilitator community is growing, becoming more professional, and is ready to spread the ideas of self-managed learning among health care professionals in Ukraine.

This is how the participants describe their experience of learning on the course:

"Many thanks to the organizers for the new knowledge. You are inspiring. I feel calm with you", "I am sincerely grateful to the trainers and participants, especially for the magic impetus from the comfort zone to the zone of even more comfort", "Everything is great! Another format of learning and development which encourages to become better, develop further and teach others".

Join the active peer groups or create your own at your facilities. And we are admiring the level of reflection of health care professionals about their contribution to the quality CPD system in Ukraine.

The Second Congress of Peer Group Facilitators



In spring we had the most anticipated event for peer group facilitators who are enthusiastically developing peer groups at their facilities and are committed not only to improve their own facilitation skills but also to form a powerful community of supporters of self-managed CPD formats. **The 2nd congress of peer group facilitators took place in Lviv on 24-26 May.** Over 40 participants discussed the experience of the establishment and development of peer groups in Ukraine, planned the next steps, and determined the possibilities of ensuring the quality of this CPD format.

During the Congress physicians and nurses as well as medical educators who organize peer group meetings practiced the facilitation skills, art of storytelling, determined the potential of their own psychological resilience, mastered the talent of fighters against myths, and went deeper into the issues of evidence-based medicine. A special place in the agenda of this year's Congress belonged to the poster presentation of peer group facilitators, management quest, as well as a creative panel from the participants of the Facilitator's Book Club. All these developments, ideas, and formats have already reached the peer group meetings which are held almost in every oblast of our country.

We believe that peer groups are establishing a community of active professionals committed to continuing development within their profession in order to improve the quality of health care! And we are inspired by the feedback from our partners in peer groups development in Ukraine:

«The congress took place and it was an unbelievable boost of energy! This is the atmosphere where you just get high from everything happening

around you! Workshops, everyone's creative stories, the quest, book club – there's plenty of knowledge, abilities, and motivation! Thanks to everyone who contributed! And special thanks to all the participants whom I love to meet because you are an example of the present and future of our evidence-based medicine!»

Olya Rysei,

family doctor, peer group facilitator.

“A fantastic learning format! Fantastic people around! Awesome understanding and warmth in such turbulent times! An isle of inspiration and smiles! Thanks to everyone to the moon and back. It was incredible”.

Mariana Klymetsiv,

family doctor, peer group facilitator.

Here are some recordings of open sessions which incredibly inspired our participants: (1) [Why do we need the organizations that learn?](#) by Olga Bershadska, facilitator, trainer:



(2) [Who and why creates and spreads myths?](#) by Aliona Romaniuk, chief editor of Nota Enota Agency:



Trainings for primary health care centres where the pilot project “Advanced Nurse Practitioner” is implemented

THE PROJECT SUPPORTS COMPREHENSIVE DEVELOPMENT OF PRIMARY HEALTH CARE FACILITIES WHERE THE PILOT PROJECT OF THE ADVANCED ROLE OF NURSES IN PRIMARY HEALTH CARE IS IMPLEMENTED. IT IS IMPORTANT THAT NURSES IMPROVE THEIR COMPETENCES AND THEIR COLLEAGUES – PHYSICIANS AND MANAGERS – CREATE A FAVOURABLE ENVIRONMENT FOR IMPLEMENTATION OF THE ADVANCED ROLES OF NURSES.



Training for nurses and doctors in primary health care:

ECG, patient support in grieving, examination of children under one year, otoscopy

We launched a heavy-duty block of **trainings for advanced nurse practitioners which included the development of both clinical and communicative competences.** The Academy of Family Medicine of Ukraine became a reliable partner in this, as well as fantastic trainers, family doctors, and paediatricians – Igor Zastavnyi, Anastasiia Khodan, Ivan Kutchak, Natalia Tunik, Anastasia Spasibo, and Liudmyla Rakovska.

Overall, in March-April we held 18 trainings for over 200 nurses and family doctors from the pilot health care facilities. During the trainings, the participants worked in the doctor-nurse teams because this specific format allows building trust and quality interaction among professionals and with patients. The topics of ECG registration and decoding, otoscopy, basics of examination of children under one year, mental disorder screening tools, and counseling of patients in grieving should be highlighted.

The participants' feedback inspires to move on:

“Many thanks not only from nurses but also from doctors of our facility for such important, interesting and professional trainings. Our nurses feel increasingly confident because they are improving their level of knowledge by joining the professional development formats. This definitely inspires greater respect for the role of nurses among doctors, although there is still a way to go”, “Thank you for the training! Continuing professional development = high quality of health care!”

Soon we will share the patients' feedback from the visits to the advanced nurse practitioners. Meanwhile, we make sure that thanks to this project we are improving the availability of services for patients and helping to use the health care resources efficiently.

Trainings for health care managers

On 21 and 22 February the Project held the training on management and communication “How to implement an idea within the bureaucratic system?” for managers, doctors, and nurses of the pilot primary health care facilities from Kyiv, Rivne, Lviv, Mukachevo, Odesa, Chortkiv, and Kolomyia. Matviy Khrenov, a co-founder of the Ukrainian Healthcare Centre (UHC), Advisor to the Minister of Health (2018-2020), effective communicator, and strategist, helped the participants to understand how to communicate with different types of personalities, how to persuade and build trust. To sustain the knowledge, the teams worked on preparing to implement their own ideas to improve the efficiency of their health care facility. Our aim is to strengthen the participants' confidence in their ability to change the environment for the better.

“For me, participation in the training is an advantageous experience, especially teamwork, because one man, no man”, “I'm leaving with the understanding that reading Adesis is a good, applied tool for project planning. It was very useful to learn about the types of stakeholders. Working as a team is a good opportunity because we usually don't have much time for that at home”.

Communication is an important component of both organization and health care provision. It is important that teams jointly develop this competence and work on building trust to implement common ideas.

Project announcements

WE HOPE THAT YOU KEEP AN EYE ON THE PROJECT ANNOUNCEMENTS AND JOIN OUR EVENTS. IN THE NEXT EDITION WE WILL SHARE THE DEVELOPMENTS AND INSPIRATION FROM:

2023 16-18 червня

Азовська школа сімейної медицини

Інтенсивний освітній курс для фахівців та фахівчинь первинної ланки охорони здоров'я

Чекаємо ваші заявки на участь до 18:00, 8 травня

The event of the year for family doctors and nurses – the Azov School of Family Medicine which took place in an unusual place and new format this year! The quality and miningfulness of the event remained unchanged, though.

Азовський табір сімейної медицини

The event and format which took place with the Project support for the first time – the Azov Camp for Family Medicine Interns, which is aimed at helping young professionals to go through the adaptation process in the profession in the best possible way and reflect on the gained knowledge and skills, as well as on the trajectory of further development.

The study tour for the representatives of the Ministry of Health of Ukraine to Basel and St. Gallen (Switzerland) to learn the experience of integration of university clinics in the medical education system.

The study tour for medical educators of the pilot HEIs to Maastricht to learn about the experience of Medical School of Maastricht University.

підсумкова зустріч щодо результатів проекту

медсестра з розширеними повноваженнями

13 червня 2023 року

The final event of the pilot project “Advanced Nurse Practitioner” which does not only summarize the development of all the partners involved but also inspires health care professionals, especially nurses, to acquire new competences for expanding their own professional powers.

LET'S REMEMBER AND SUMMARIZE HOW TOGETHER WE HAVE BEEN DEVELOPING MEDICAL EDUCATION IN 2019 – 2023

Medical Education



Autumn School on Medical Education



Assessment of learning environment by medical and nursing students: DREEM



Assessment of postgraduate learning environment: PHEEM



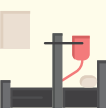
Family medicine perception by medical students and teachers: survey



English language for medical educators



Strategies for simulation centers development



Simulation technologies in medical education: trainings for trainers



Online course on simulation approaches in medical education



OpenMEDIS for simulation centers



Research capacities



Competence-based approach in medical education



Teaching excellence



Humanity and empathy: new elective course



Azov camp for family medicine interns



Mentorship in internatura: online course



Moodle and its friends: online course



Distance-learning and hybrid formats of education



Managerial capacities for strategic development



Peer groups



Touch points: collaboration of medical educators and practicing clinical professionals for better medical education



Students' spaces



Rectors' school



Meetings and workshops for pilot medical HEIs



Participation in international conferences: AMEE, SESAM



Support of policy development

Human Resources and PHC



ICPC trainings



COVID-19: online course



Online course on immunoprophylaxis



Human Resources in Health: online course



Advanced role of nurses at PHC level: training and advocacy



Distribution of responsibilities at PHC level: survey



Policy brief: Advanced nurse practitioner



Clinical skills alphabet



Evidence-based medicine: integration of approaches



Peer groups



Scaling-up ultrasound diagnostic at PHC level: training



E-repository ('Booster') for PHC professionals



Azov School of Family Medicine and Forum of Nurses



Human resources in health register: concept note

Strong Communities and Platforms for Experience Exchange



Marathon of medical education



The project newsletter



Swiss Summer Club



Study visits for physicians, nurses, educators, and policymakers



Podcast 'Tangible medical education'

Management in Healthcare



Master's program 'Healthcare Management' (National University of Kyiv-Mohyla Academy)



Specialization 'Healthcare' at the Master's program 'Public Administration' (UCU)



Policy brief on educational needs of healthcare managers



Financing of healthcare systems: online course



Quality management in healthcare: online course



Fundraising in healthcare: online course

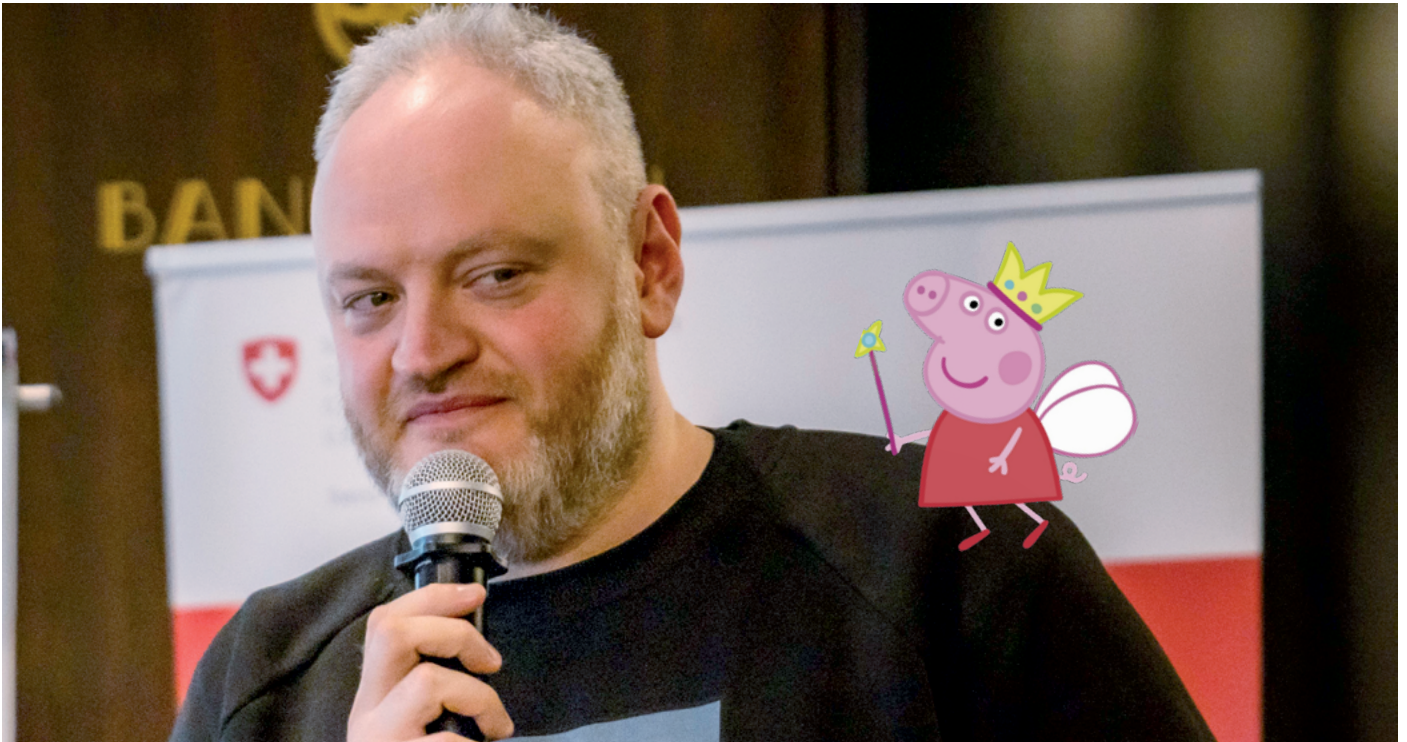


Strategic management in healthcare: online course



Financial management in healthcare: online course

But most carefully we keep your feedback on those changes, which took place due to our joint efforts. This feedback inspires us, so to be continued...



WHAT DOES PEPPA PIG AND NOT ONLY HER TEACH US? AN INTERVIEW WITH MATVIY KHRENOV, CO-FOUNDER OF THE UKRAINIAN HEALTHCARE CENTRE, EFFECTIVE COMMUNICATOR AND STRATEGISTS, BASED ON THE DISCUSSION CLUBS WITH HEALTH CARE MANAGERS, PHYSICIANS, NURSES, AND MEDICAL EDUCATORS ABOUT HOW ADULTS SHOULD LEARN FROM NON-OBVIOUS SOURCES AND UNEXPECTED FORMATS.

How did you understand that Peppa Pig cartoon can be used for teaching adults?

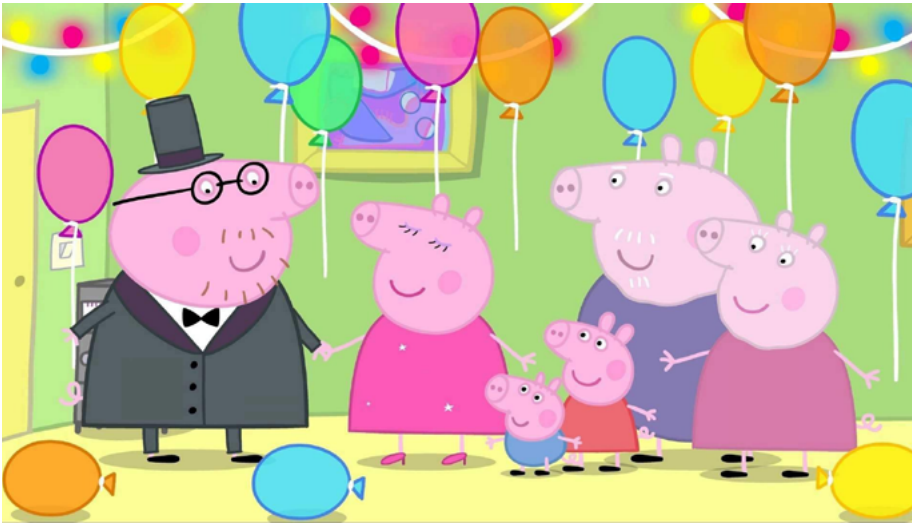
My true acquaintance with Peppa Pig did not happen at once. For several years I had been running away from Peppa as much as I could. When I had only two sons, I stood firm and avoided this meeting: I turned on the *Transformers* or *Avengers* (Movies. – Ed.) and we watched them together and were not up to Peppa. But she kept on trying to make me pay attention to her: I would see a lot of merch (Advertising products. – Ed.) with Peppa Pig, and she would suddenly appear on TV screens, jump out of nowhere. At first sight,

everything seemed very primitive and childish. This was until my daughter was born. So, when she and I came across a Ukrainian-speaking Peppa, the young lady immediately liked this pink creature.

You know, there are situations when you focus your attention on the screen, whatever is on. This was the beginning of my story with Peppa Pig. First, I didn't understand what was happening. It was too simple. It was very simple but did not appear to be primitive at all. I remember already being caught on one of the first episodes where a child was worried and didn't dare to go on stage. Then a teacher said: "Are you

worried? It may happen to everyone. Do you want me to go with you?". The child agreed and they went on stage together. And then I understood that it was breaking all the patterns of my post-soviet upbringing. How do we tend to react in such situations? Shout or appeal to responsibility, accuse of being the reason for the disruption of something important. And thus, instead of satisfaction we only get dissatisfaction: a child goes on stage but suffers, parents worry about him or her because something goes wrong, teachers are in tension for something not to fail. And in this episode, they turn the situation upside down. I realized that this is a very simple decision, a very viable pedagogical tool for interaction. This story is about accepting the world as it is, and further actions stem directly from this acceptance.

It seems to me that Peppa Pig can be very instructive from a pedagogical point of view. With simple and real-life examples this cartoon helps to see the experience which can transform ineffective models of communication in a team, with partners and other people, which were acquired in



childhood. And not only Peppa Pig can help here. Several times I used tools from other areas to teach health care managers. When it comes to film, Ted Lasso is an excellent basis for working both with empathy and management cases.

I share the views which I hear, for example, from Bohdana Neborak (*Literary critic, podcast author. – Ed.*) that a person can be developed with different things. It is impossible to develop a person using specialized literature. It's nonsense. It can help to form a specialist, not a person. However, art, especially visual and verbal, contributes to the development of human qualities. Thanks to art a person starts to gain experience, find answers to different questions. We can understand other people through realizing their experiences. The advantage of Peppa Pig is that it's quite simple and we can see basic models of behaviour coming from accepting the world as it is.

So, if we talk about basic models of behaviour, what is it about? What can medical educators take from this cartoon?

It's important to understand that in interaction with other adult people, same as with children, it is not so important what we say but how we behave and what demonstrate. Peppa Pig shows models of behaviour that are very consistent. If we talk about educators, it is very important to keep in mind what example we show to

others. Yes, empathy can be taught without telling theoretically how to show it but demonstrating it with own behaviour and experience being created.

You mean, if a teacher or a doctor tells students how to be empathic to patients and shows the contrary with his/her behaviour, it does not work, does it?

Of course, it doesn't work, nowhere and never. Here is a simple example. If you do not read books, no matter how much you tell children about the benefits of reading, they will not read. Of course, there are exceptions. But we are talking about the vast majority of cases. If you throw litter in the street and tell that one should take care of the environment, it's ridiculous. If you take bribes at your department and fight

corruption, it's ridiculous. If you do not want to treat an elderly lady at your department, transfer her to another one, you may expect that all your doctors may do the same. Of course, not everything is defined by example and it's important to understand it. People are different and have different basic levels of values, but, in general, it works for many.

As I mentioned before, Peppa Pig is about the incredible acceptance of the world. I love Stoic philosophy. I cannot say that I always practice it, but I have some tools in my arsenal. So, there was an incredible episode in the cartoon when some characters were going on a business trip. They reached a certain point, and the road was excavated. And here's the reaction: "Well, it's all right, let's have some tea". And they are having tea. Then they ask a worker why the workers are not working, and he says that it's teatime and offers to drink tea together. And they all are having tea. Nobody is suffering or screaming at each other. Of course, one should understand that in real life this may be perceived differently, but it teaches children to accept certain situations, if something in your life doesn't go the way you want it – well, it's ok, then you should look at it in a different way.

By the way, I like that there is no moralizing in this cartoon because no one lectures you. Peppa Pig's authors manage to teach via storytelling. There are no moralizing or ready tools here,



no one scares you as it often happens in fairy tales. Here the emphasis is placed on acquiring the necessary experience.

Here I have to make some remarks for our readers not to have an impression that we recommend watching Peppa Pig as a unique educational tool. It's not the case. I'm just trying to show that we can learn in very different formats, receive knowledge from very unexpected sources: any book teaches, the other person gives important experience. This is the main conclusion I'm trying to convey. Here is the example: we literally take a cartoon for 3-year-old children, but it opens an entirely new world, new experience. And that's what important – not knowledge but experience.

And how do we learn from non-obvious things? How do we, adults, watch Peppa Pig to gain this learning experience?

When we entered medical university, we were told a lot that doctors have to learn and develop for all their lives. But, for some reason, this development had to be related to professional, clinical skills only. But very often we forget that any specialist has both professional and human qualities. A person has to remember and make sure that he or she develops both professional and human qualities throughout life. I've already mentioned stoics in our conversation. They, like many other philosophies, say that the path of the wise is the path of constant self-improvement. They do not speak about professional knowledge, although knowledge for doctors is certainly a necessary basis. They speak about human development. And how can we do it? For example, we can use books for this. But it's important to be open to the experience, ensure an active process of analysis, reflection on what's written in a book. That's the concept of reflection I'd like to draw attention to. It can be unclear for many, although it has become very popular now. Reflection means re-living the experience. This can be the experience starting from Peppa Pig to the experience of our war. We didn't want this war, but it came into our homes. Certainly, all these

tragedies are complicated experiences that we would like to avoid, but the war is there. And that's the experience that we can use in very different ways. But we always have to be focused on the development of perception of this world through our internal experience, expanding our possibilities of cognition.

Does one have to know how to reflect to integrate such unusual tools into CPD or learning? How to develop this skill? Which tools for practicing reflection do we have?

In my opinion, it's actually important to open up to the experience internally, understand your needs, restore or open the desire for development, and find your own way. I'm not a professional coach, so I can only speak about my own experience. This internal need for development appeared in my life, and I developed it in different ways. I think that to learn to reflect one should

reflection process. For instance, when specialists discuss a situation during the peer group meeting, they look at it from different sides, analyse, rely on the available publications – this helps to gain experience and integrate it into your own practice. There's no need to reflect every second. At least sometimes try to reflect on something new and interesting. And don't be afraid that sometimes you can get unexpected results. Not everyone likes the same books or films, and not every experience is equally important for everyone.

How do professionals react when you use examples from Peppa Pig during training?

I started with more serious examples. But while teaching I realized that the examples, cases, and stories that cause emotions work better than dry material. People are more likely to tend to remember a feeling that a story causes rather than simple information.



stop and think sometimes. To ask oneself a question: "What was that?". When you always run, it's definitely not the time for reflection. And when you stop, think, analyse, discuss with someone, make conclusions about the experience gained, this is the result of reflection. By the way, discussion can be an important component of the

When I first say to people that before we start working, they have to watch Peppa Pig, it makes them laugh. But then, when I start to unwind this case, people become interested. It's particularly important not just to reflect but also to make conclusions about which experience we can gain from the described situation. Because



it's an educational experience and not just fun while watching a cartoon. In general, professionals react very well, they are grateful for the example that information can be provided in different ways. Actually, there are a lot of examples when medicine is learned differently. For example, some teachers bring their students to the art galleries to learn dermatology there. Some go to the theatre, others – to the library. All these things work. Students will definitely remember a painting by Edvard Munch better than a photo in the Atlas of Dermatology.

Who is your favourite character from Peppa Pig and why?

I can afford to not have a favourite character. You know, when my child asks me who my favourite Marvel character is, I say that I don't have one. I can like a lot of characters. I am so self-conscious that may avoid singling out someone within a whole. The same with Peppa. There are a lot of characters who behave differently in certain situations, and one can learn from these examples. And there are no anti-heroes in the cartoon. But this doesn't mean that anti-heroes are uninteresting. Sometimes they can teach more than positive characters. I do not have a favourite book or film either because there are a lot of them, and they are different.

You mentioned Ted Lasso as a TV series that can be used for learning. Are there any other interesting films or cartoons you can recommend?

I think one should take a situation and look for tools for it. For example, Bohdana Neborak has a fantastic podcast *Took and Read*. She doesn't simply tell us about books there.

She takes a certain concept and tells about it using selected books. Mind that there are no universal TV series that would suit everything. Rather, there are great cases in different sources which suit different situations. For example, why did I get hooked by Ted Lasso? Because it's fun there, but it also reveals the topic of interaction in a team from the point of view of a manager who builds it. Both product and context are important. So, one has to choose relevant methods for the available contexts. For example, I am not sure that learning neurosurgery by going to the art gallery would be a good decision. But you can do it with neurology and dermatology. For psychiatrists reading books and watching feature films can be a good basis for learning. But something makes me think that Henry Marsh, a



neurosurgeon, could object to me, appealing to the fact that there's something I don't know. Thus, it's important that a teacher feels comfortable in a certain teaching format. If you impose something on them, the experience will hardly be positive and help others to learn. I'm a great opposer to such a thing. We have already seen what happened when there was an attempt to introduce a curriculum where only "vision" and "mission" can be written. Often their presence is exclusively a tribute to demand and not a reflection of sense. And it's too upsetting when we lose sense and make only a form.

We are grateful to Matviy and all the discussion club participants for this conversation!

Podcast “Tangible Medical Education”



We continue to create the best Ukrainian podcast on medical education where Mychailo Wynnnyckyj, a sociologist, trainer and lecturer at the National University of Kyiv Mohyla Academy, talks with his guests about education in a tangible manner. In January the second season of the podcast began, and we hope that you have not missed a single episode. So, check whether you have listened to everything:

- We are starting the second season with the episode with Pavlo Kovtoniuk, co-founder of the Ukrainian Healthcare Centre (UHC), former Deputy Minister of Health, which is about dignity as the ideology of health care reform, imperfection but value of Western European health care systems, good doctors who are the foundation of the Ukrainian medicine. And here we can find out what the Ukrainian Healthcare Centre is and how it is to implement a health care reform without a medical degree. Listen [here](#):



- In the second episode we talk to Iryna Voloshyna, Professor of the Department of Family Medicine at the Faculty of Family Medicine of the ZSMU, member of the Academy of Family Medicine of Ukraine and the European Association of Primary Cardiovascular Care, about family medicine in Ukraine and role of family doctors in patients' lives, opportunities for developing professional skills of family physicians during such events as the Azov School of Family Medicine, the culture of empathy and importance of soft skills in the professional activities of family doctors. Listen [here](#):



- The third episode is dedicated to the conversation with Natalia Riabtseva, co-founder of the Ukrainian Healthcare Centre (UHC), who speaks about her professional experience in implementing sustainable reforms at the state level, possibilities of institutional changes important for ensuring the sustainability of the health care system in Ukraine, and answers

the question whether it is worth implementing imperfect changes. The conversation with Natalia helps to understand the path of development of state institutions, like the National Health Service of Ukraine, from start-up to establishment of the institution, the role of NGOs in developing the health care system, as well as the importance of effective interaction with international projects and donors for sustainable changes. Listen to the episode [here](#):



- In the fourth episode of season two we discuss medical education from the inside, undergraduate curriculum, as well as experience of internatura and postgraduate studies, medical practice, and where students take motivation with Constantine Kovalishyn, a graduate of the Bogomolets National Medical University, an infectious disease doctor who works in clinical trials. We reflect on where additional effort is needed to develop student-centred medical education. Listen to details [here](#):



- In the fifth episode of the podcast we meet with Fedir Lapiy, Head of the National Technical Expert Group on Immunization, to talk about immunization in Ukraine, hidden anti-vaccinators and open supporters, as well as whether medical HEIs



need competition and whether this competition can be healthy. Listen [here](#):



● In the sixth episode together with Renato Galeazzi, a physician, professor, member of the Swiss Academy of Medical Sciences, consultant to the project on policy issues of continuing professional development and internatura, we reflect on why it's important for modern medical education to remember all three components of modern education: knowledge, skills, and attitude, what shapes a modern doctor and what we mean when speaking about quality health care. We look as well into whether a doctor can be too empathic and how to combine medical guidelines and patients' values. Listen to the conversation [here](#):



● In the seventh episode we speak with Vadym Vus, a rural family doctor, about the hierarchy in medical education and values of medical HEIs, family medicine and prestige of the profession, the importance of communication in the process of treating patients, and the bonus of this episode – Vadym's experience of participation in the educational

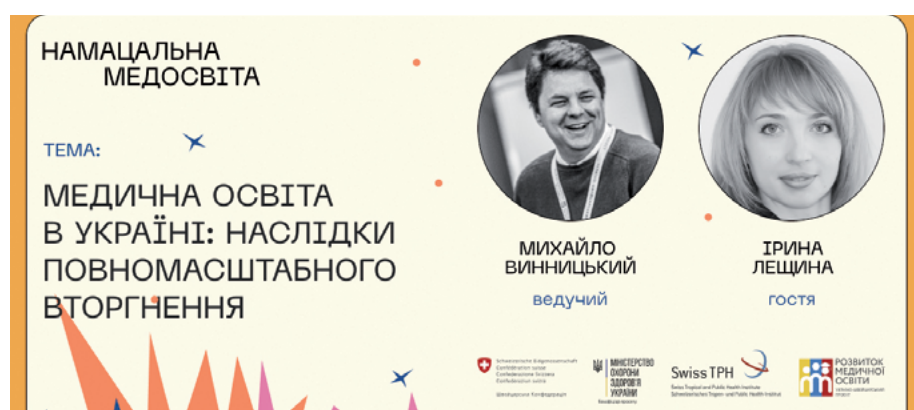
program of Harvard Medical School. For the details follow the [link](#):



● In the eighth episode we think about effective approaches to health system financing, institutionalization of medical education in Ukraine and in the world, research culture that includes formation of critical thinking, creative and cultural environment for scientists, and models of human resource management at the Ukrainian and Dutch universities with Wim Groot, Professor, PhD at Maastricht University. So, if you are interested in building systems, do not miss this episode. Listen [here](#):



● In the ninth episode of podcast "Tangible Medical Education" we



speak with Iryna Leshchyna, Candidate of Medical Sciences, Assistant Professor, Vice-rector for scientific and pedagogical work of KhNMU, about medical education in Ukraine after the full-scale invasion and horizons of planning its development, about humane doctors, and quality of teaching medical professionals under the current conditions. Listen [here](#):



And at the end of every episode do not miss the section "What have you read there?" or "Why do I need those books? I read orders!" from Matviy Khrenov and also a section from Dmytro Huliaiev about evidence-based medicine. We will not give away all the attractions of these sections here, but just leave a list of recommended books for summer:

- *The City* by Valeriy Pidmohylnyi.
- *Tango of Death, Censor of Dreams, Night Reporter* by Yuriy Vynnychuk.
- *Healthy Person's Reform. How Ukrainian Medicine was Treated* by Vira Kuryko.
- *Doom: The Politics of Catastrophe* by Niall Ferguson.
- *Postwar: A History of Europe Since 1945* by Tony Judt.

To be continued, keep listening! Podcast "Tangible Medical Education" is created by the team of the Ukrainian-Swiss project "Medical Education Development" in cooperation with The Ukrainians podcast studio.

Best learning opportunities

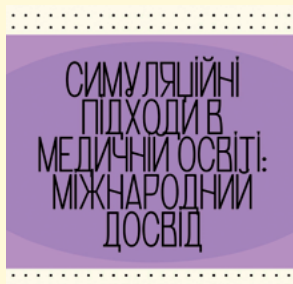
WE HAVE PLENTY OF LEARNING OPPORTUNITIES FOR YOU! CHOOSE THE MOST INTERESTING TOPIC AND REGISTER FOR THE ONLINE COURSES. AND FOR THOSE WHO STRIVE FOR MORE WE HAVE LAUNCHED THE MASTER'S PROGRAM IN HEALTH CARE MANAGEMENT. WE WILL BE HAPPY TO SEE YOU AMONG OUR STUDENTS!

Online course “Simulation-based approaches in medical education”

A free course on simulation-based approaches in medical education on Skovoroda platform will help to improve their use in teaching and organize the work of the simulation training centre. This course will be interesting for teachers, managers of medical universities and nursing HEIs, as well as CPD providers for medical professionals. During the training you will learn about:

- Professionalism in medical education and how to train medical professionals whom the society will trust,
- Role of simulation-based training in medical education,
- How to design, conduct and assess simulation scenarios,
- What a prebriefing and debriefing are,
- How to conduct debriefing using the advocacy-inquiry method,
- How simulation training centres work in other European countries on the example of Latvia: administration, timetable, technical support, human resource management, and many other things!

The course is taught in Ukrainian and consists of four topics which you can learn at any time and convenient pace. Learn [here](#):



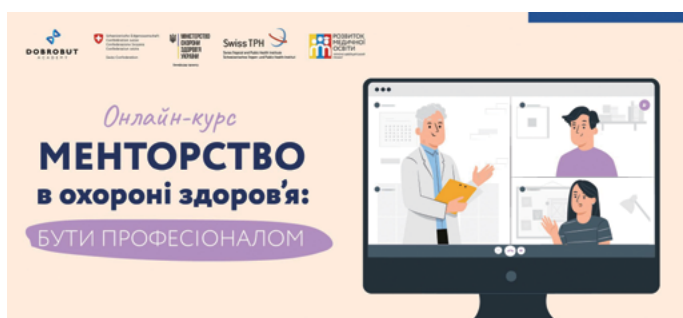
Online course “Moodle and its friends”

Here's another opportunity for continuing professional development! A free course on [Moodle on Skovoroda platform](#). This course is created for educators who are eager to make distance learning interesting, diverse, and modern. It will also be interesting for managers and assistants of educational programs, employees of educational departments, IT managers, and administrators of educational programs.

During the course you will receive advice on building student-centred education, introduction of Moodle, creation of courses and materials using the modern e-learning tools and learn about flexibility in organization of learning environment. You will also receive a step-by-step instruction on working with the basic functions of Moodle. After the course you will understand that Moodle may become the best friend on the way to implementation of various educational approaches!

The course consists of seven topics and is taught in Ukrainian. Do not hesitate, it's time to get registered!





Online course “Mentorship in the Internatura”

And the hottest course of this summer is the online course “Mentorship in the Internatura”! If you are a leader, mentor for interns or professionals who are just starting their professional path, make sure to get registered for this course. It will help you to improve communication and feedback skills with your mentees, understand which aspects have to be taken into account while accompanying the intern’s establishment as an independent professional, how to integrate an intern into the team of professionals, and improve their educational and clinical experience. The best Ukrainian and foreign experts will share their life hacks which will definitely expand your mentoring capacities and bring you satisfaction from interaction with interns.

You are welcome to take the course at [Skovoroda platform](#).



Master’s program “Health Care Management”

And for those who aim to dive deep into studies and qualify as a health care manager, the National University of Kyiv-Mohyla Academy with support of the Project and Ukrainian Healthcare Centre (UHC) launches a new master’s program “Health Care Management”.



Constant changes in health care system of Ukraine and increased autonomy of health care institutions raise the demand for more competent management which would facilitate development of these institutions. Proper professional management competences are important for hiring employees, setting processes, and advocacy of necessary changes.

The quality of management has a positive effect on the quality of care provided in hospitals and influence the professionals’ satisfaction with their work. Being a good doctor is not equal to being a good health care manager.

In April-May 2019, the Ukrainian-Swiss project “Medical Education Development” conducted a survey of [health care managers](#) to determine the most relevant competences suitable for working in the reformed context. The mentioned knowledge and skills include: financial management, establishing a service component, legal aspects, HR management, etc. Considering the gaps mentioned by health care managers, we design the master’s program content.

Given the huge demand in the health care system for the new type of leadership and set of competences in management and administration at every level, we offer the master’s program which is new in form and content. You are welcome to join a two-year program which will provide the relevant knowledge in health care, management, and leadership. You will learn from the best Ukrainian and international teachers and will be able to combine work and studies.

For details follow this [link](#) or this [link](#). And we have scholarships for the most motivated applicants, which will fully or partially cover the tuition fee. We are waiting for you, come! Based on your educational level, the registration is open until 1 or 31 July.



Lugano Summer School

And even that’s not all! Our favourite international event which unites students, experts in health care policy, researchers – 32nd Lugano Summer School welcomes you!

Lugano Summer School, organized by Swiss School of Public Health+, helps health care professionals to exchange experience in the favourable environment. The school focuses on public health policy, economics, and management. For over two decades the project has been creating a favourable learning environment which motivates professionals for development, helps theory and practice in health care to be indivisible.

The event will take place on 16, 17 and 21-26 August 2023. The program consists of 15 courses, 4 plenary sessions, and several networking events in a hybrid online and offline format.

[For the program visit here](#). Do not miss a great opportunity to join a powerful networking and professional development!



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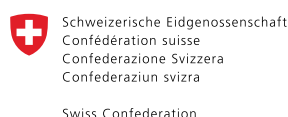


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The Project is financed by Swiss Agency of Development and Cooperation. Views and ideas, published here, belong to the author(s) and do not necessarily reflect views of Swiss Agency of Development and Cooperation.



This publication is published within Ukrainian-Swiss Project "Medical Education Development", which is implemented in Ukraine by Swiss Tropical and Public Health Institute (Swiss TPH) under support of Swiss Agency of Development and Cooperation.

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